Gawhar Shah Gawhari
Teaching Assistant, Lecturer and HOD at Information System Department, Computer Science Faculty Shaikh Zayed University, Khost, Afghanistan

Najib Ullah Sadaat
Teaching Assistant, Lecturer at Information System Department, Computer Science Faculty Shaikh Zayed University, Khost, Afghanistan

Abdurauf Khamosh
Teaching Assistant, Lecturer at Information System Department, Computer Science Faculty Shaikh Zayed University, Khost, Afghanistan

A review of responsibilities and duties of faculty academic members, department, and faculty for ensuring the quality of higher education: A case of Afghanistan

Gawhar Shah Gawhari, Najib Ullah Sadaat and Abdurauf Khamosh

Abstract
Quality Assurance in higher education is something that is given more priority than quantity. This issue is very important in the world and Afghanistan today, and it is at the forefront of all programs in government and non-government universities and higher education institutions. This research paper provides a brief history of the quality assurance process and studies of developments in that area. In terms of quality assurance, the duties and responsibilities of teachers, departments, and faculties of higher education institutions and universities have been clarified under the Civil Service Law and the Quality Assurance Framework. Information about the duties of a lecturer, department, and faculty has been collected from university professors and professional technicians. After analysis, these responsibilities have been studied and essential recommendations have been made for their improvement.

Keywords: quality assurance, faculty academic members, department, faculty, higher education, responsibilities

Introductions
Throughout history, philosophers, scholars, and civilizations have devoted a lot of energy and thought to how to perform well in daily life [1]. "Quality means doing it right when nobody is looking" - Henry Ford. "Quality isn't really... It's usually" – Aristotle.
"How is the quality?" we may need to consider how to have a parallel sympathetic and a common quality concept so that our discussion of quality could be applicable. Hence, earlier describing the thought of quality in higher education, we first understand the concept of "quality" as a general term [1]. Quality is a highly controversial concept between scientists and specialists. The basic concept of quality isn't single matter of concern but also that which defines it, how interesting, where, and why [2]. There is no global agreement on the concept of quality because it determines the quality of eyesight as beautiful [1], so there is no absolute definition of quality. According to Westerheijden (2016) of the TWENTE University of the Netherlands, quality means "a good degree/service following legal requirements" (p. 7). The American Quality Association (ASQ) (2017) defines quality in its glossary as follows:
[This is] everyone has his or her definition of the mental condition. With the use of technology, quality can have two meanings: 1. Product or service features, its ability to meet specified or implied needs; 2. The product or service is incomplete. According to Joseph Jorne, quoted from ASQ, "qualitative standards" are appropriate "[and] according to Philippe Crabby," means meeting the requirements "(ASQ, 2017). In short, quality is a complex concept that often remains undefined [3].

Definition of quality in higher education
The higher education community often uses the notion of quality to legitimize its vision and interests [2]. Martin and Stella (2007) distinguish four different objectives for higher education:
1. Higher education as production of skilled labor;
2. Higher education as training for the research career;
3. Higher education, as the effective management of education provision; and

Corresponding Author:
Gawhar Shah Gawhari
Teaching Assistant, Lecturer and HOD at Information System Department, Computer Science Faculty Shaikh Zayed University, Khost, Afghanistan

4. Higher education as an opportunity to expand the life opportunities.

We don't have a single definition or "one size fits all". Because of a definition, this may seem appropriate for a class of courses or institutions, but this may be inappropriate for others [2]. Berger and Blanco noted that a more in-depth evaluation of quality assurance policies reveals that practices do not define quality in theory (2014). Therefore, no definition is considered adequate as several higher education actors define quality according to their perspectives. For example, academics emphasize the quality of research conducted by an IES, students will assess quality based on the quality of teaching, their learning experiences, and their learning environment, while professional bodies focus on professional standards and skills. Related to the occupations for which the students were trained [2]. As stated above, we use the term quality to define the condition or condition of products and services. The concept of quality in higher education is very confusing because it does not always reveal what the product is, who the customer is, and whether services or products to the customer (UCEA / DAAD, 2010) are offered. Is the graduate a product we offer to society and the labor market? Are students and graduates our clients to whom we provide educational services, or are our programs of study the product we offer to students as clients? Bornman (2004) also adds to this concern that in higher education there is no proof if the "client" is the IES, the student, the future employer of a student, or society in general. However, we understand that higher education is a system that produces multiple products for multiple or different types of clients. Therefore, multiple definitions of each product can be adjusted according to context, purpose, mission, and pre-established standards (UCEA / DAAD, 2010). The quality of education also appears to be context-specific [4]. The concept of quality has gained "political importance, with a focus on practice in the context of South Africa. Lategan argues that the concept of quality does not necessarily offer a direct interpretation. Therefore, educators should follow an open and flexible approach to quality. Several authors of higher education (Fourie, 2000 ([5], citing Strydom *et al.* [1997], 2004) Harvey and Green, 1993; Strydom *et al.*, 1997) argue that educators should use notions of quality rather than definition, such as that "the quality exemplified by an exceptionally high standard; quality as a transformation; quality in terms of suitability for the purpose; quality as a search for zero-defect; quality as value for money; and quality as a product evaluated against customer satisfaction [4, 5]. Quality in higher education is a multidimensional, multilevel and dynamic concept that is related to the contextual configuration of an educational model, to the institutional mission and objectives, as well as to the specific norms of a system, an institution, program, or discipline. As a result, quality can take on different, sometimes conflicting meanings, depending on the understanding of the diverse interests of different groups of stakeholders in higher education [6].

How could we explain quality assurance?
The concept of quality assurance (QA) was not initially founded in the higher education sector but was integrated from the business sector of higher education in the 1980s [7]. El-Khwas (2013) argues that the QA has a central place in higher education policy, and academics and agencies have

attempted to define it in many studies [7]. Quality assurance is one of the ten lines of action of the Bologna Process [8]. Harvey (2004-17) on its website on Quality Research International defines QA in higher education as "a process to build stakeholder confidence that the supply (inputs, processes, and outcomes) meets expectations or measures the minimum requirements. "ISO states that" GC is a management approach that focuses on the quality of the organization and relies on the participation of all stakeholders to meet their expectations and objectives for as long as possible "(cited by Bollaert, 2014, p. 6). Belawati and Darojat (2014) argue that quality assurance refers to a continuous process that assesses the quality of the higher education system, institutions, and academic programs. They add that quality assurance is a mechanism that regulates and emphasizes both improvement and accountability. It also generates data and informs decisions, but does not offer a classification based on pre-established criteria and previously agreed on coherent processes [6]. Quality assurance requires that higher education institutions follow a dynamic and motivated process and apply strategies that apply to the institution and can be used by external agencies during the evaluation of the institution [6]. Warren, McManus, and Nnazor (1994) argue that quality assurance is not only an evaluation and evaluation system for verifying and correcting errors but an ongoing, and endless process for any institution to maintain, improve, and improve quality [6]. Harvey and Green (1993), Sallis (2002), Jung (2004), Jung and Latchem (2007) argue that quality assurance in higher education also includes systematic and integrative procedures applied to ensure quality [6]. Westerheijden (2016) defines the QA as a mechanism "to ensure, give confidence" and "make quality clear to those who are interested" (p. 8). Regarding the importance of QA for HEIs, several academics and agencies have presented their views on several occasions. The Berlin Communiqué, for example, states that "following the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution" [8]. The Bucharest Ministerial Communiqué (April 2012) states that quality assurance is essential to boost confidence and enhance the attractiveness of higher education offers [8]. According to EURASHE in the same source, quality assurance should be based on learning outcomes where the opposition between the employment-oriented and the more generic and humanistic parts should not exist (2013). Harvey and Newton (2007) argue that the beauty of QA from the government's point of view is that quality assurance ensures accountability. Quality assurance can encourage compliance to the extent that government policy requires or controls successful private institutions [9].

How many categories of quality assurance?
Internal Quality Control (IQC) and External Quality Control (EQC) are believed to be the most general kinds of quality control (QC), which are also the most popular and widely used in the field of quality control in higher education in the world and the literature ([10], Asia Pacific Network for Quality, 2017, [11]). Although the types of quality control and quality control systems may be very different, many academics and institutions use the term quality control systems. Many higher education institutions (HEIs) distinguish between the IQA and the EQA. ([10], Asia-Pacific Quality Network, 2017, [11]). They refer to the IQA as intra-

institutional practices aimed at monitoring and improving the quality of higher education within the institution. However, they view EQA as supra-institutional arrangements that guarantee the quality of higher education programs through external institutions, such as quality assurance agencies [10]. In addition to the classifications above, some academics present a series of specific types of QA within IQA and EQA. Cheng (2003) proposes three different paradigms for quality assurance in education: internal, interface, and future quality assurance [12]. For internal quality control, Cheng emphasizes the improvement of the internal environment and the process that ensures the effectiveness of teaching and learning according to the planned objectives (2003). The interface's QA emphasizes the guarantee that "education services respond to the needs of stakeholders and are accountable to the public" [12]. The future QA affirms "ensuring the relevance of the objectives, content, practices, and outcomes of education for the future of the new generations" [12]. On the other hand, Biggs (2001) argues that QA can be divided into "retrospective" or "prospective" categories, depending on the type of quality that is to be guaranteed. Retrospective quality control perceives the guarantee of quality in terms of responsibility and compliance with external standards. However, the QA perspective views the QA as a means to maintain and improve the quality of learning and teaching in the institution [13].

Quality definition in higher education of Afghanistan
This is difficult to define the quality of higher education in a post-conflict context such as Afghanistan where construction efforts have started since 2001. The generic notion of quality in higher education may be appropriate. These generic concepts in a country like Afghanistan may seem more appropriate first to have broad access to physical inputs and resources to teachers to improve their educational and administrative performance, and their technical and conceptual skills. Based on this argument, quality in higher education means [1] greater access to higher education, an increase in the number of professors with doctorates and master's degrees, an increase in the number of classrooms and campuses, dormitories for men and women, and other critical infrastructure, improvement of faculty development and research, an increase of libraries, laboratories, increased access to information and communication technologies, especially broadband Internet, and increase the employability rate of higher education graduates [1].
The Quality Assurance and Accreditation Ordinance of Afghanistan (2015) do not specifically define quality. It includes only the definition of the concepts of accreditation, application for accreditation, institutional accreditation, and accreditation of programs. The law focuses on accreditation and provides guidelines and authorization for the accreditation process instead of defining quality. For example, the definition of accreditation, says "internal and external quality review and evaluation of programs... and quality improvement to ensure that they meet existing standards of quality effectiveness in terms of faculty members [1]. Since 2001, the Ministry of Higher Education (MoHE) and the main donors of higher education have striven to restore high-quality higher education to meet the growing demands of economic development and better access to education [3]. However, neither the MoHE nor the major donors have specified what is the acceptable level of

the system of "higher quality higher education". The most important goal for MoHE since 2009 has been to improve quality at different levels, such as the faculty and staff development and curriculum [14]. Published literature indicates that Fred Hayward and Mohammad Usman Babury have played an important role in shaping policies by establishing the concept and quality practices in the Afghan higher education system over the past 15 years. Hayward (as a professor and university researcher representing USAID) and Babury (former vice minister of academic affairs at MoHE 2007 - 2016) have repeatedly reflected in improving quality both in his published articles and in his work professionally in the system of Afghan higher education. However, they did not present any specific definition of quality. In an effort to improve the higher education system and its quality, Heyward and Babury, as well as other higher education stakeholders such as USAID and the World Bank have developed the two recent versions of the Strategic Plan for Higher Education for the years 2010 - 2014 (NHESP-I) and 2016 - 2020 (NHESP-II). In addition, they have published a series of scientific articles, but none of these articles present a clear and direct definition of the quality of higher education in the Afghan context [1]. The only major emphasis on quality is found in the second goal of NHESP II since quality improvement is called "focusing on curriculum, governance, faculty development, and facilities" [15]. The accreditation system, which was seen as the new strategic framework for quality improvement, begins in 2011 [15]. The MoHE literature and public documents suggest that the MoHE combines quality improvement with the implementation of accreditation practices, such as institutional self-assessment, peer review, and peer application, accreditation, and then accreditation. Babury and Hayward (2014) state that "graduates of the Afghan HEIs did not attain this level of quality in terms of academic and technical skills and had to work in non-technical skills" (p.9). The Ministry of Education and Medical Training has made significant efforts to increase the number of Ph.D and MA teachers to improve the curriculum and to improve the overall quality of teaching [14]. Another implication is that Hayward and Babury (2015) cite the slow increase in the number of Ph.D and MA teachers as a barrier to quality improvement. In addition, they add that the return of teachers from abroad can provide new energy, thus improving the quality of teaching and research and that the availability of funds for research is another of the implications for quality improvement [1]. Finally, Babury and Hayward (2014) argue that the increasing pressure to expand access makes it more important to maintain existing quality and push for improvement. This implies that greater access can be very relevant to the quality state. "Establishing an accreditation system, teacher development, updating the curriculum and a commitment to faculty recruitment and promotion of merit" are among the other factors related to improving quality [15]. The improvement of quality and quality is also established as a focus on the academic performance of students with international standards, the economic and social relevance of graduates, and the result of academic staff research into periodicals, books, and monographs [16]. The Afghan National Development Strategy stresses the importance of improving the quality of education at a broader level but does not specify what kind of quality has what aspect of education, what quality it has, or what level of quality it accepts in all

aspects of the sector [1]. The Ministry of Higher Education is the one major policy-creation organization for the higher education system in Afghanistan. MoHE at NHESP-I states that it has a sequence of aims to improve quality in higher education and are as follows: Curriculum development, merit-based recruitment, and promotion system, increased research and publications, improved facilities (libraries, ICT, internet access), improved student services, advice, health and placement, and a greater capacity to ensure the integrity, transparency, and independence of the national entrance examination [1].

NHESP-I also mentions to the standardization of private HEIs as quality improvement practices. Roof (2014) argues that the World Bank focuses on quality at various levels. First focused on agencies and legislators nationally; secondly, at the individual level, with emphasis on teachers; and third, at the institutional level, with emphasis on academic directors within universities and policies and the institutional policy framework. A detailed study report by the Afghan Investment Support Agency (AISA) indicates that the discussion on quality in higher education includes students, the learning environment, content, and processes if the results of the study meet the national objectives. The quotations and arguments above suggest that there is no specific or accepted definition of the quality of higher education in the Afghan context. However, improvements in practices such as: increasing the number of Ph.D and MA professors, updating curricula, faculty development, research funding, and others are the most common implications of quality, which can contribute to and inform the definition of quality. It may also mean that the quality of Afghan HEIs can be defined more as a change, improvement, and improvement of the current situation in HEIs and MoHE. The MoHE as a state-led policy-making institution has the primary responsibility for defining and implementing the concept of quality. MoHE has taken serious steps to improve quality practices in public and private HEIs. Measures taken so far can be interpreted as mechanisms to improve quality, not to define quality. It created the Quality Assurance and Accreditation Department in 2011 to plan the implementation and oversee the quality assurance and accreditation processes, which is a mechanism to improve quality in all higher educational institutions. In a recent review of the program, the name of the address and the general process changed from the Quality Assurance and Accreditation Directorate to the Quality Improvement and Accreditation Directorate [1]. Quality Improvement and Accreditation Directorate (QIAD) has adopted 12 QA standards for the higher education system in Afghanistan (recently revised and reduced to 11 standards). The 12 standards laid the foundation and framework for the quality assurance and accreditation system in Afghanistan. The 12 standards include 52 sub-standards or sub-criteria (standards and criteria are used interchangeably in all publications of the higher education system in Afghanistan) provide detailed instructions to the public and private HEIs to monitor and standardize their services throughout the country. The 12 quality assurance standards are also designed to guide the self-assessment process in the HEIs. Standards should be used as a tool to help institutions and faculty evaluate their "current status, level of compliance with self-assessment criteria and the need for action (if any)". The 52 criteria of the 12 standards provide clear direction and help institutions and faculty

members to combine the 12 standards with the current conditions of their institutions and to write a self-assessment report. However, the standards provide some flexibility for institutions that, if sub-criteria or topics are not included, can be added to better reflect the current situation of their institution in the self-assessment evaluation. This literature review reflects fragments and pieces of literature on the definition of quality and the quality assurance system in higher education around the world and in Afghanistan [1].

Quality higher education
Higher education in Afghanistan is only 85 years old and has already experienced periods of strong fluctuations. In the 1970s and 1980s, Kabul University, for example, was considered one of the most prestigious universities in the region [1]. However, during the civil war and the Taliban regime (1990-2001), the higher education system suffered significant damage and lost most of its academic and institutional capital, including physical and human resources. In the last 15 years (2002 - 2016), Higher Education in Afghanistan has been transformed from 18 universities and public institutions to 36 public institutions. At the same time, since 2006, private Higher Education institutions have emerged intending to increase access to higher education. Currently, more than 120 HEIs and private universities, most of which are tertiary institutions, operate throughout the country. Enrolments in higher public institutions have also increased significantly from about 6,000 in 2002 to 170,000 in 2014 [15]. Over the past 15 years, MoHE has continued to work on some key issues to expand access and improve the quality of higher education in the country. Recently, the Afghan law on higher education was passed by parliament. The cabinet of the presidential assembly has also ratified the status of institutional autonomy. MoHE is now starting to pilot and institutionalize institutional autonomy. Higher education is growing rapidly, but the concern for quality improvement remains a major challenge for the government [1]. The country's spiritual capital for national development depends on the success of higher education efforts and has an effective and high-quality system. Of course, the key to economic development is the quality of higher education, not the number of students, the level of graduation, and the attractiveness of students in higher education. The Ministry of higher education has set specific goals for improving the quality of higher education, including the development of a curriculum, a recruitment and promotion system based on the principle of meritocracy, Department of Quality Improvement and Accreditation to regulate quality improvement programs, the Quality Improvement Bill, which is currently in the process of being upgraded to regulation, Teaching Quality Assessment Procedure to be upgraded to the bill, Professional Inspection Procedure in progress and has developed and implemented dozens of guidelines, policies, and mechanisms. This series, currently, compiles detailed guidelines for implementation and communication series between the quality improvement committees, the subcommittee of the faculty quality improvement, the scientific meetings of the departments and makes them available to the educational institutions to use the correct way of implementing the legislative documents, clarify guidelines, policies, and mechanisms for their implementation with the responsibility of the relevant authorities. Every institution and organization always strive

to improve the quality of its products and services to a greater extent, and to the extent that it satisfies the members of the society. Therefore, every educational institution and organization strives to ensure the quality of their services and guarantee quality to the community to thrive and fulfill their responsibilities. Today, the demand for higher education and knowledge has increased more than ever, hence the establishment of a quality assurance body in higher education to manage higher education in line with international standards. The student has achieved something after graduation and has access to the problems of the community and contributed to the development of the country.

Fortunately, the Ministry of Higher Education (MoHE) has established a special quality assurance agency after 2009, with the help of which the Ministry of Higher Education (MoHE) will be able to manage public and private higher education sectors, conduct and monitor academic quality in universities and implement and monitor international standards for improving the quality of academic performance of the Ministry of Higher Education. To improve the quality of higher education and to provide the community with graduates who can address the problems of the community, and contribute to the well-being and development of the community.

The Ministry of Higher Education has established quality assurance standards, which must be implemented in every public and private university and institution; Accordingly, the Information Systems Department of Shaikh Zayed University, Faculty of Computer Science has set up a sub-committee for the Quality Assurance Department to oversee the implementation of higher education laws and standards and create quality higher education and provide the community with a student who can respond positively to the demands of the community.

To ensure the quality of higher education in Afghanistan, the process needs to be improved through a systematic approach and a sense of responsibility. To this end, tasks are divided between higher education academic members and administrative staff. These tasks have not been fully explained, which has caused many problems for the staff and administration. As academic members from the higher education perspective, departments and faculties are key areas for achieving higher education. To this end, the academic members, departments, and faculties have several responsibilities, which will be explored here in details. to identify the duties and responsibilities and to ensure the quality of higher education. Carry out your responsibilities in advance.

Eleventh criteria of quality assurance and accreditation framework (QAAD, July 2017)
1. Mission and Strategy: The institution has a clear Vision, Mission and Strategic Plan that is understood by all stakeholders and provides the basis for decision-making and resource allocation.
2. Contribution to Society and Development: The institution makes a valuable contribution to society, regional, local, and national development this is reflected in its strategic goals and informs decision-making and the activity of staff and students.
3. Governance, Leadership and Administration: The governance, leadership, and administration of the institution is focused on the achievement of its mission and strategic goals.
4. Financial Resources and Management: The institution's resources are allocated and managed to ensure the achievement of its mission and strategic plan.
5. Academic programs: Academic programs are consistent with the institution's mission and are regularly reviewed to ensure continuous improvement.
6. Research: The institution is planning to develop its research activity and is ensuring that faculty members are engaged in research activity.
7. Faculty Members and Staff: The institution employs, manages and develops its faculty members and staff to ensure that it is able to achieve its mission and strategic goals.
8. Student Experience: The institution ensures that it creates a positive environment in which its student body can learn, develop and prosper.
9. Quality Assurance and Enhancement: The institution has structures and processes to review and continuously improve the quality of all aspects of its activity.
10. Library and Information Resources: The institution provides students and faculty with adequate access to appropriate library and information resources.
11. Teaching, Information Technology and Facilities: The institution' facilities and IT infrastructure are adequate for the achievement of its Mission and strategic goals.

Duties of faculty members
According to Article 36 of the Civil Code for Higher Education, members of the academic staff have the following duties and authorities:

1. Duties and Authority of Assistant Teacher
1. Participating in the teaching under the supervision of a professor.
2. Guidance of implementations, exercises, and practical work.
3. Guiding students in organizing monographs, diploma projects, seminars, and academic conferences by members of academic teaching assistant and senior teaching assistant with academic ranks.
4. Active participation in the committees, participation in academic affairs, and service delivery of the faculty and the related educational institution.
5. Conducting scientific research in the subjects selected by the guiding teacher and approved by the department, faculty, or related educational institution.
6. Raising the level of knowledge in the related field.
7. Maintaining good manners and establishing good relations based on accepted values in the academic environment.
8. Performing other assigned duties under the relevant regulations.

2. Duties and Authorities of the Full Teacher:
1. Guidance in teaching and research of assistants, the teaching of students, and evaluation of work.
2. Evaluating the scientific works of the members of the academic staff and giving opinions.
3. Active participation in committees and participation in academic affairs and service delivery of departments, faculties, and related educational institutions.

4. Preparing and arranging teaching materials (textbooks, auxiliary textbooks, lectures, lecture notes, and other materials required for the lessons materials).
5. Execution of scientific research and writings in the subjects assigned to him by the department, faculty, or related educational institution.
6. Active participation in improving and enhancing the quality of education in the relevant educational institution.
7. Maintaining good behavior and maintaining good relationships based on accepted values in the academic environment.
8. Observance and implementation of the provisions of this law, regulations, and other applicable legislative documents in the field of assigned duties.

(3) In addition to the duties and responsibilities listed in part (2) of this article, a professor with an academic rank of professor is obliged to hold two scientific conferences or publish two scientific articles a year.

Adherence to principles and values
Article 68
1. The members of the academic staff are obliged to perform the duties and powers enshrined in this law and other relevant legislative documents.
2. Academic staff members are required to adhere to academic principles and values in teaching, research, and providing academic and administrative services.
3. Members of the academic staff, who are required to complete daily working hours, cannot engage in other duties during official hours.

According to the guidance of structural and occupational programs and process of quality assurance:
Academic Staff job description; Course Policy (Standard); Individual Action Plan; Monthly Report of Individual Action Plan; Self-assessment documents by students; Student feedback results analysis; Department Teaching Improvement Plan; Faculty Teaching Improvement Plan; Annual Report; Documents and evidence of scientific research, articles, and seminars; Documents for participation in scientific conferences, seminars, and workshops; the availability of manual instructor documents; Documents of participation in academic and administrative councils and committees; the nineteen articles of the Department; Faculty Eleven standards; Semester-wise schedule of subjects; Documents and evidence of student group work, homework, and other activities; Documents and evidence of student academic level assessment; Student attendance documents; A list of problems and challenges encountered during the work and its solutions.

The role of the department in improving quality
The department, as an academic institution, has a valuable role in improving the quality. The department meeting is the main reference point and the first of the academic decision-making. The organizational structure of the department consists of the director and its members. The number of members is adjusted according to the themes, needs, and related regulations. Professors must be promoted scientifically following applicable laws every three years. Academic responsibilities and participation in activities for each member are described in the law. The department should have a proper office/offices and other facilities

necessary for promotion. The head of the department is responsible for all academic affairs and members. A system for gathering information and files for documentation is available in all cases related to academic activities and quality improvement. All registration and approval sessions should be officially sent to the members, the teaching management, and the dean of the faculty through the notification of the department.

Duties and authorities of the department
Civil Code for Higher Education (Article 30)
The Department has the following functions and powers: 1- Promoting educational, implementations, educational projects, internships, monographs, diploma projects, seminars, and theses and student conferences. 2- Promoting and organizing scientific and research activities and providing services. 3- Developing and controlling educational plans and programs. 4- Providing the ground for raising the level of knowledge and education.
5- Introduction of deserving candidates for scholarships, educational programs, and academic and research ceremonies of the academic staff of the department. 6- Evaluating the works of the members of the academic staff and the works that are transferred from other clients to the department. 7- Identifying the scientific research needs in the relevant fields and creating short-term and long-term programs. 8- Proposing academic promotion of the academic staff, academic degrees confirmations, and appointment.

Department Responsibilities
1. Preparation of annual and semester plans of the department in various academic fields according to legislative documents, procedures, guidelines, and implementation mechanism,
2. Prepare the correct adaptation of the semester time division,
3. Approval of the individual action plan in the meeting of the department by the head of the department at least one month before the beginning of the new semester. In the meeting of the department, the plan is prepared in two copies according to the standard form and after registering the protocol the document is kept in the teacher's annual academic dossier to apply the items. The second copy is placed in the master folder.
4. Preparation of teaching improvement plan for the department and its implementation is related to the head of the department,
5. Conducting conferences to adapt the teaching and learning mesh line to department members,
6. Implementation of quality improvement programs at the department level and its documentation,
7. Adapting the evaluation procedure of teaching quality to the level of professors and departments and using the results of its evaluation to find the challenges and problems along the way of teaching,
8. Collaborate on drafting the department-related self-assessment report with the subcommittee on self-assessment and faculty quality improvement;
9. Preparation of a strategic plan of the department in cooperation with members,
10. Preparation of semester completion report to the subcommittee on self-evaluation and faculty quality improvement,

11. Introducing one of the members of the scientific staff in each semester in the capacity building program at the national and international level, if the opportunities are favorable,
12. Prepare a proposal to improve the capacity of faculty members to the subcommittee on self-evaluation and to improve the quality of the faculty,
13. Introducing one of the members of the academic staff to give a presentation in scientific conferences/teaching methodology to the subcommittee on self-evaluation and quality improvement.

Department Responsibilities in Quality Assurance
1. Supervise the flow of training programs and other activities of the department,
2. Provide information to the faculty on the implementation of quality assurance programs at the department level,
3. Provide advice to the faculty on quality assurance flow,
4. Cooperate with the faculty on the establishment of quality assurance subcommittees,
5. Preparation for self-assessment, field visits, and other quality assurance programs flow,
6. Supporting the quality and recognition of the terms of use of academic terms at the department level,
7. Record information about quality assurance flow at the department level,
8. Establish relations with the Faculty Quality Assurance Subcommittee,
9. Use the latest achievements in quality assurance at the department level,
10. Preparation of departmental evaluation report,
11. Development of quality assurance training programs at the department level,
12. Collaborate with the development of individual action plans, improve teaching and curriculum of the Department,
13. Collaboration with the preparing of faculty policy curricula and the development of the curriculum of the department,
14. Collaborate with the implementation of teaching quality assessment procedures at the faculty level.

Department head duties
Regulation of the academic activities of academic staff members of higher education institutions (Article 7):
1. Conducting departmental meetings,
2. Submitting a picture of the department to higher authorities,
3. Setting the agenda and work plan of the department,
4. To take principled action regarding the decisions of departmental meetings, such as academic staff employment, academic promotions.
5. To monitor the implementation of the curriculum related to the department as well as the academic, theoretical, and field teaching progress of the department,
6. To present initiatives to improve the condition of the department and faculty,
7. Efforts to meet the needs of the department,
8. Organization of Administrative and Academic Affairs of the Department,
9. To offer appreciation to those members of the Department who have demonstrated competence in teaching, research, or other academic activities, and to offer suggestions for the punishment of those members who commit serious offenses.
10. Reporting the activities of the department to the Faculty and Academic Council,
11. Evaluate the academic performance of the academic staff of the department in each semester, and share the results with the department meeting.
12. Other duties relating to the head of the department following the provisions of law.

Faculty Responsibilities
Civil Higher Education Law - Students' rights and privileges (Article 59):
A student of a higher education institution has the following rights and privileges:
1. Access to theoretical and practical educational programs.
2. Proposing to improve the learning situation.
3. Establishment of student literary, cultural, scientific societies and clubs under the relevant legislative documents.
4. Utilization of libraries and other educational facilities of the educational institution following the relevant regulations.
5. Use of sports clubs and health services.
6. According to the legislative document, use of dormitory privileges during the undergraduate period.
7. Utilization of special discounts.

Student obligations
Article 60: (1) The student has the following obligations:
1. Obeying the rules of laws, regulations, approvals, and related procedures.
2. Active participation in teaching programs.
3. Maintaining discipline in the academic environment and avoiding harassing and harassment of others.
4. Responsible use of buildings, equipment, and other facilities in the educational institution.
5. Avoiding any kind of discriminatory, ethnic, linguistic, religious, and political activities in the academic environment.

(2) In case of violation of the provisions of paragraph (1) of this article, the institution of higher education is obliged to take necessary disciplinary measures by the relevant regulations.

Faculty Quality Assurance Subcommittee
This committee is at the level of the faculty, the person in charge of which is elected by the faculty scientific council. The members of this committee are composed of experienced professors, heads of departments, and the head of the faculty. The committee necessarily arranges the meetings, the number of at least three meetings during the semester should not be less. Several members (3-5) should be taken. Activities are extremely necessary and important for the committee. If possible, use the information technology infrastructure facilities (HEMIS) in the institution or create a database to record the data.

Duties of the Faculty Quality Assurance Subcommittee
1. Encourage, persuade and spread quality improvement at the faculty level,

2. Monitoring of the flow of accreditation, educational programs, and other faculty activities,
3. Provide information to the educational institution on the implementation of quality assurance programs at the university level,
4. Selection and training of sub-members of the Quality Assurance Committee at the faculty level,
5. Advise the faculty on quality assurance flow,
6. Preparation for self-assessment, field visits, and other faculty quality assurance programs,
7. Gather documents and evidence about the quality assurance process in the faculty,
8. Establish relations with the main university-level quality assurance and accreditation committee,
9. Using the latest achievements in quality assurance at the faculty level,
10. Preparation of faculty self-assessment report,
11. Development of quality assurance training programs at the university level,

Methodology

This research paper reads international articles on quality assurance and outlines the tasks that academic staff members, departments, and faculties must perform. Also studied relevant topics of Afghanistan's Civilian Higher Education Law, Quality Assurance Framework, as well as Quality Assurance Framework and Terms of Reference. Because of all the above studies, a total of 50 technical and professional persons as well as lecturers, department heads, and faculty deans have been surveyed. Following the analysis of these studies and surveys, the responsibilities of the faculty academic members, department, and faculty itself have been reviewed and necessary suggestions for improvement have been put forward.

Results and Discussion

The tasks that the academic staff members, the department, and the faculty have in terms of quality assurance, have been shared with fifty people. We have collected their ideas which are shared here and discussed respectively.

In Figure 1, we have gathered the views of the professors of higher education universities and academic institutions in terms of quality assurance. Have a look at Figure 1, after which all the tasks are explained regularly.
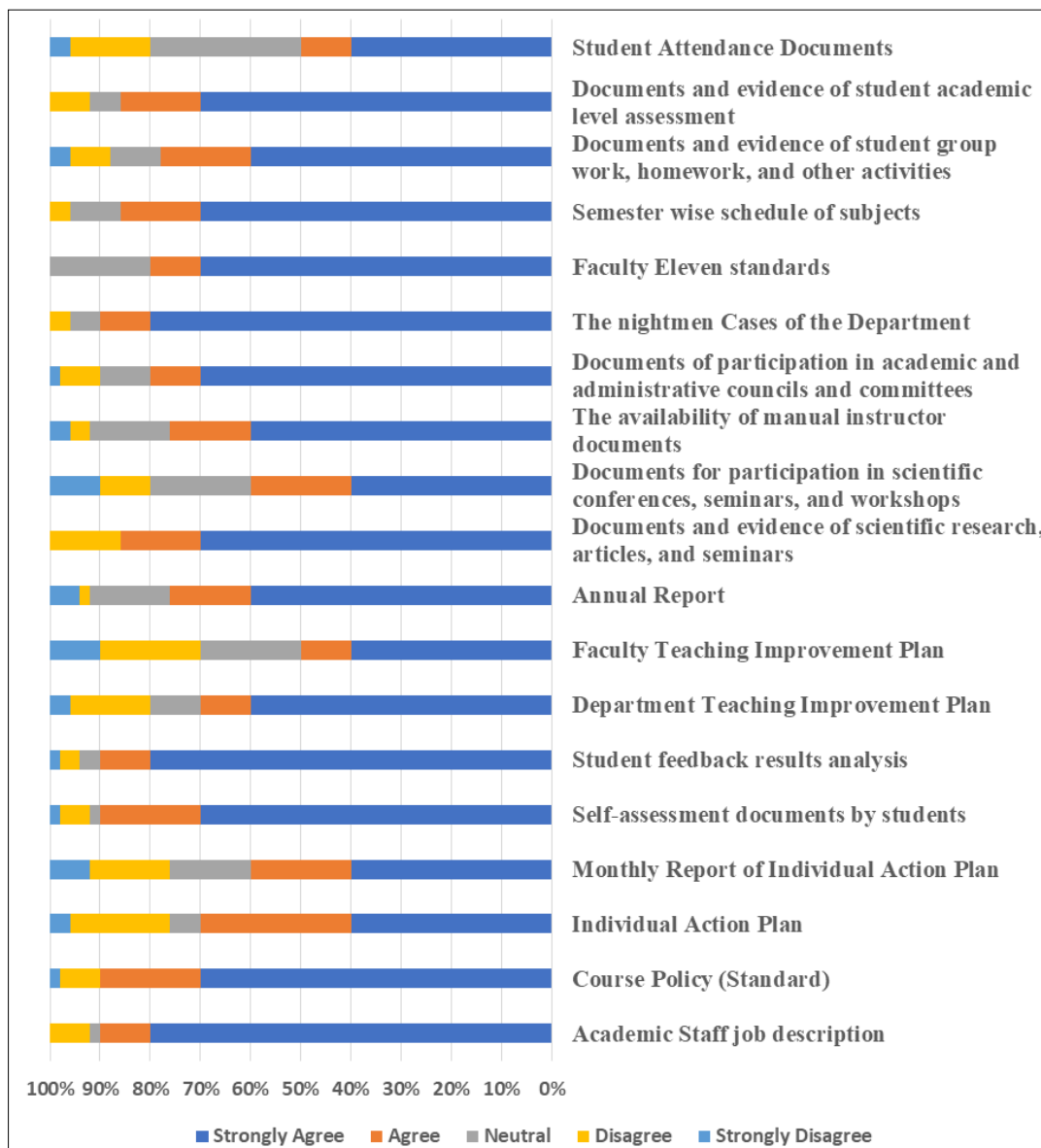

Fig 1: Responsibilities Related to Instructors in Quality Assurance.

Academic Staff job description: Printed from/according to the Civil Code of Higher Education, each teacher must keep a copy of his / her job description in his / her annual physical workspace dossier. Another important point is that every teacher who gives an official document to someone else should keep a copy with himself.

Course Policy (Standard): The standard course policy of each subject related to the teacher should be available before the beginning of the semester and should be given to the students at the beginning of the semester and the cases should be implemented. The policy itself includes course contents, weekly and daily plans, and other essentials related to the subject.

Individual Action Plan: Each instructor should have an individual semester-wise action plan in his / her physical available folder and implement it. The individual action plan is updated once in a semester.

Monthly Report of Individual Action Plan: The instructor submits a monthly report to the Department on the implementation or non-implementation of the individual action plan.

Self-assessment documents by students: Each instructor must conduct a self-assessment by the students during the 11th week of the semester to improve and guarantee the quality, and keep the documents in the annual dossier.

Student feedback results analysis: The teacher should analyze the self-assessment documents through the students' feedback. Weak points make strong, and strong points even stronger.

Department Teaching Improvement Plan: Every teacher should keep a copy of the teaching improvement plans for both semesters of the year in his / her annual dossier. These plans are formulated by the department based on the results of the student feedback analyzed by the teacher.

Faculty Teaching Improvement Plan: Every teacher should keep a copy of the teaching improvement plans for both semesters of the faculty in his / her annual dossier. These plans are formulated by analyzing the department's teaching improvement plans.

Annual Report: As the annual report of the department is very important for the teacher for academic promotions in addition to the quality assurance, therefore, every teacher should report all his / her academic and teaching activities during the year to the head of the department.

Documents and evidence of scientific research, articles, and seminars: During the semester and the year, the academic staff of department should keep the documents and evidence of the research, articles, and seminars conducted by each lecturer along with himself or herself. Academic staff should prepare one article semester-wise and an academic seminal annually.

Documents for participation in scientific conferences, seminars, and workshops: When academic staff attending a department, faculty, university, or at national and international scientific conferences, seminars, workshops, the teacher should keep the documents and evidence with him.

The availability of manual instructor documents: The teacher is appointed as the instructor to solve the problems of the students as well as to carry out the group and individual projects of the students. The teacher needs to keep the documents and evidence in his / her annual dossier. It should be noted that the duties and responsibilities are also outlined in the draft of the credit system for the instructor.

Documents of participation in academic and administrative councils and committees: Only the documents of the schedules and composition of the committees, academic and administrative councils in which the professor is employed and/or has participation.

The nineteen articles of the department: In terms of quality assurance of the department, 19 items must be completed. Only one copy of these articles should be kept by each teacher in his / her annual dossier for self-notification.

Faculty Eleven standards: At the university level, eleven standards have been set to guarantee quality. Only one copy of these articles should be kept by each teacher in his / her annual dossier for self-notification.

Semester-wise schedule of subjects: Subject schedules are created for each semester at the discretion of the faculty. Copies of the schedules for both semesters should be available in the teacher's annual physical dossier.

Documents and evidence of student group work, homework, and other activities: During each semester, documents and evidence of student group work, homework, and other activities should be kept by the subject teacher in his / her annual dossier.

Documents and evidence of student academic level assessment: The Ministry of Higher Education in Afghanistan has guidelines for evaluating students in each subject according to the curriculum. All faculty members of the related Department, under the curriculum and following the guidelines of the Ministry of Higher Education, explain the procedure for assessing students at the beginning of the semester in the course policy. All student assessment documents during the semester should be available in the teacher's annual dossier.

Student Attendance Documents: The relevant subject teacher should have a copy of the class attendance book with him/her before handing it over to the teaching manager.

A list of problems and challenges encountered during the work and its solutions: Keep a list of the problems and challenges faced by the teacher during teaching, academic and administrative activities, as well as documents and evidence.

The views of academic staff and professional-technical people regarding the responsibilities that the department should perform, we have collected information and views from them about the tasks already written. Most faculty and department heads approve of the tasks they have in terms of quality assurance and they make sure that all of those tasks are important and should be done on time. However, several tasks are not very important and need to be reviewed. For more information, the tasks that are more or less important are shown in Figure 2.

Fig 2: Responsibilities Related to Department in Quality Assurance

The faculty and the faculty quality assurance subcommittee's practices are close and identical, so we have developed a question for both, and all the tasks related to them, we have shared with the research participants. Departments form the basis of quality assurance, when the department is active and the best work is done for the quality of higher education there, it has a direct impact on the entire faculty and progress. The Faculty and the Faculty quality assurance subcommittee oversees the affairs of the departments as a whole and collaborates with them in quality improvement. As can be seen in Figure 3, the faculty must perform tasks that generally benefit all departments and students and ensure quality assurance at the faculty level. We have shared with the research participants the tasks that the faculty and the faculty quality assurance subcommittee have, which can be summarized in Figure 3. The functions of the Faculty and the Faculty quality assurance committee, most of which have been given

positive feedback by the research participants, but still, some of the important functions, but more so by the participants attention not paid. For example, the faculty quality assurance subcommittee should collect all the necessary documents for quality assurance at the faculty level, but the participants did not pay much attention to that task. The reason may be the departments, gather, that's all there is to it. On the other hand, the participants in the theory and practical education have given a lot of ideas and they have confirmed them. As both practical and theoretical learning is important, both have been given more attention and importance by research participants.
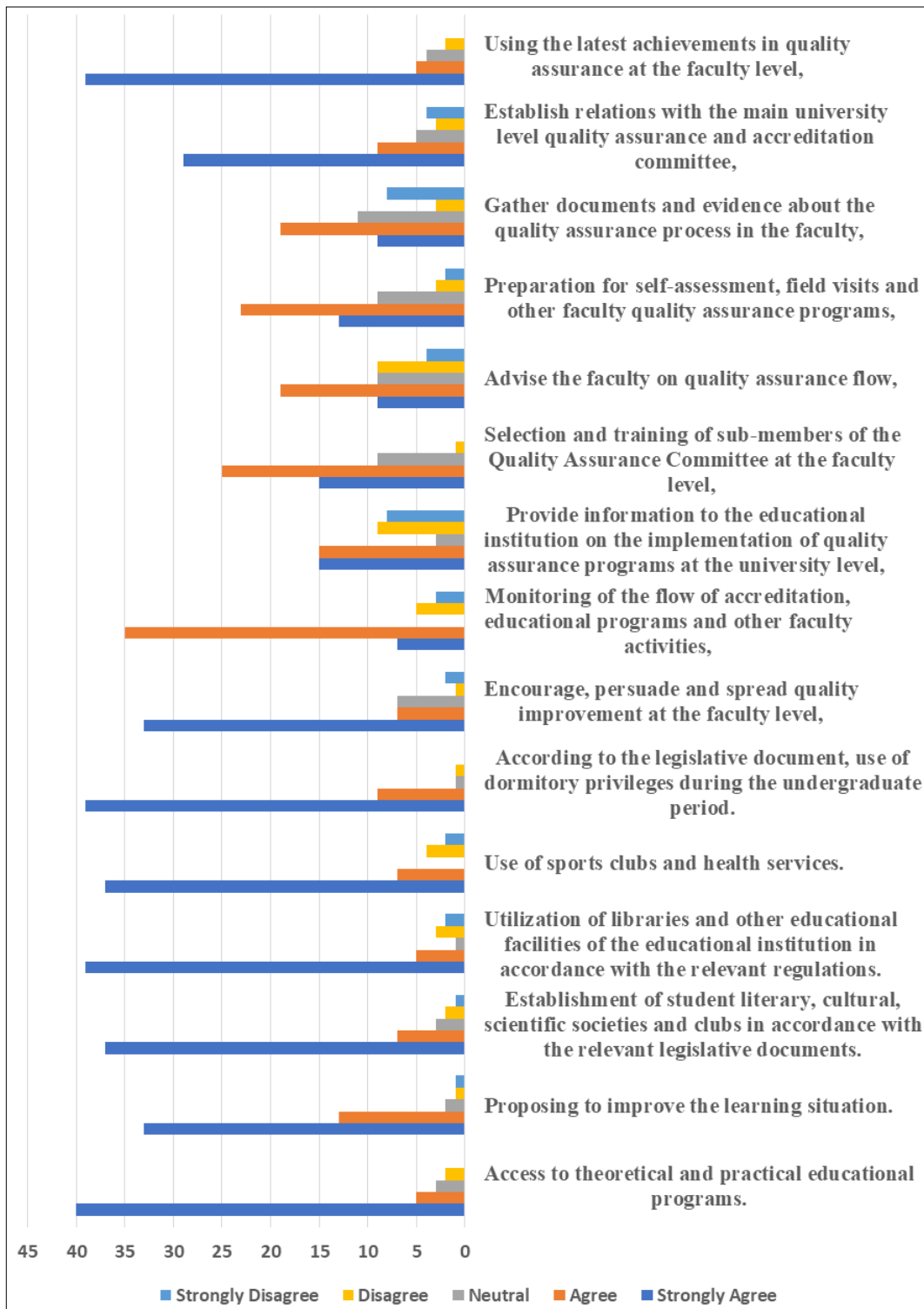

Fig 3: Responsibilities Related to Faculty and Faculty Quality Assurance Subcommittee) in Quality Assurance

Conclusion and Recommendations

We read that the duties and responsibilities of faculty academic members, department, and faculty are important in ensuring quality. By fulfilling these responsibilities well, the quality of higher education can be ensured and adequate progress can be made. Initially, the roles of higher education institutions and university professors were considered very important and valuable. If all the teachers implement the best standards by which the quality of higher education can be achieved, a significant progress could be made in a short

period of time. Another fundamental point of higher education that counts is the department. The department is considered the core in the framework and structure of universities, when full attention is paid to the quality of higher education in the department, the faculty grows and develops with it. To this end, the core functions of the department in Quality Assurance must be carried out well. For this, the responsibilities associated with the department through the survey were shared with the research participants and all of them expressed positive views. The Faculty and the Faculty Quality Assurance Sub-Committee also have clear responsibilities to ensure quality assurance, which they must do well to have an advanced and quality higher education. In addition, we have several suggestions and recommendations that if the responsibilities of the faculty, department, and faculty are reduced or increased, the duties will be enriched and more work will be done in terms of quality.

- The duties of the teacher should be increased in the practical lessons and more attention should be paid to this section.
- Teachers should adjust their teaching and individual plans according to the department's plans, to avoid confusion.
- Teachers must formulate and implement course policy according to the curriculum.
- Most of the cases are not specified in the law. To this end, we suggest to the Ministry of Higher Education to develop some specific approvals and procedures to assist faculty academic members, departments, and faculties in fulfilling their responsibilities.
- The Faculty Quality Assurance Sub-committee should increase responsibilities for the quality of higher education throughout the faculty level. This is because the activities of this Sub-committee improve the performance of the entire faculty, departments, and faculty academic staff.
- We also suggest that transparent systems of rewards in return for the good performance of teachers, and penalties for non-performance of work should be established in departments and faculties.

References
1. Taheryar H. Perceptions of Quality in Higher Education in Afghanistan: A Case Study of Shaheed Rabbani Education University 2017.
2. Stensaker B. External Quality Assurance in Higher Education, in Encyclopedia of International Higher Education Systems and Institutions 2018, 1-6.
3. Berger JB, Thoma HS. The Challenges of Developing an Autonomous Higher Education System in Afghanistan, Int. High. Educ 2015;81(81):20-21. DOI: 10.6017/ihe.2015.81.8738.
4. Bornman GM. Programme review guidelines for quality assurance in higher education: A South African perspective, Int. J Sustain. High. Educ 2004;5(4):372-383. DOI: 10.1108/14676370410561072.
5. Zaremba LS, Smoleński WH. Optimal portfolio choice under a liability constraint, Ann. Oper. Res 2000;97(1-4):131-141. DOI: 10.1023/A.
6. Indonesia UT, Indonesia UT. Managing Quality Assurance in a Mega University Tian Belawati Ojat Darojat 2015.
7. Elassy N. The concepts of quality, quality assurance and quality enhancement, Qual. Assur. Educ 2015;23(3):250-261. DOI: 10.1108/QAE-11-2012-0046.
8. European association of institutions in Azerbaijan Diplomatic Academy Delegation with College of Europe, no. September 2013.
9. Harvey LEE, Newton J. Lee Harvey and Jethro Newton Transforming Quality Evaluation Chief Exec 2007, 225-245.
10. Hou AYC, Ince M, Tsai S, Chiang CL. Quality assurance of quality assurance agencies from an Asian perspective: regulation, autonomy and accountability, Asia Pacific Educ. Rev 2015;16(1):95-106. Doi: 10.1007/s12564-015-9358-9.
11. Human A, Development R, Group W. Quality in Higher Education: Identifying, Developing and Sustaining Best Practices in the APEC Region, no. August 2011.
12. Cheong Cheng Y. Quality assurance in education: Internal, interface, and future, Qual. Assur. Educ 2003;11(4):202-213. DOI: 10.1108/09684880310501386.
13. Biggs J. The reflective institution: Assuring and enhancing the quality of teaching and learning, High. Educ 2001;41(3):221-238. DOI: 10.1023/A:1004181331049.
14. Babury MO, Hayward FM. Afghanistan Higher Education: The Struggle for Quality, Merit, and Transformation, Plan. High. Educ 2014;42(2):1.
15. Hayward FM, Babury MO. The Struggle to Rebuild and Transform Higher Education in Afghanistan, Int. High. Educ. 2015;81(81):18-20. DOI: 10.6017/ihe.2015.81.8737.
16. Aturupane H, Saum R, Hentschel J, Dar A. Higher education in Afghanistan An Emerging Mountainscape, world bank South Asia Reg. Washington DC 2013, 1-98 [Online]. Available: http://documents1.worldbank.org/curated/en/307221468180889060/pdf/809150WP0Afgha0Box0379822B00PUBLIC0.pdf.